

ENGLISH AND YOUR CAREER

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DEPARTMENT OF ENGLISH

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LIBERAL EDUCATION

We are not denying the validity of vocational or technical education for competence in the most specialized fields for employment which our current economic system holds out to the huge enrollment in higher education, . . . and we are certainly not arguing that liberal education as it is, or as it should be, can "train" students for business. . . . We are concerned with the contribution liberal education can and should make to the development of responsible and responsive personality, and this is in many ways the most crucial problem of free society today, . . . a society that will be characterized by the presence of responsible choice.

Harry D. Gideonse, "On Re-Thinking Liberal Education,"
American Council on Education.

A liberal education is the education which gives a man a clear, conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility.

John Henry Newman, *The Idea of a Liberal University*.

It is hoped that students who are concerned about the relations of a liberal education to their careers and later lives may find this booklet helpful.

The Editorial Committee: Anna M. Babey-Brooke, Chairman
Robert T. Fitzhugh
Samuel Kliger

VALUES IN ENGLISH AND THE LIBERAL ARTS

WHO WANTS TO BE IMPRACTICAL?

Contemporary student folklore maintains that training in English and the Liberal Arts "won't get you anywhere if you have to make a living." Students feel that they must be "practical," and, indeed, they must. But it may interest them to learn what some "hard," "practical," "dollars and cents" business men have said recently; for example:

Business is becoming increasingly aware that the world of the specialist is a narrow world and tends to produce narrow human beings. . . . I believe there is a growing realization that the type of training that is most capable of providing executives with the broad understanding and capacities necessary to run modern business is furnished by a large dose of liberal arts education applied before the executive-to-be gets deep into a specialized interest.

Courtney C. Brown, former assistant to the Chairman of the Board, The Standard Oil Company (New Jersey), and now Dean, The Graduate School of Business, Columbia University.

WHO WANTS TO BE A FLUNKY?

The student whose training is largely technical or special may find his niche in a company quickly, but the very concentration which has enabled him to develop an immediately marketable skill may serve as a disadvantage after a few years when he is in competition for advancement, particularly to executive positions.

There is no assurance that taking courses in English or the other Liberal Arts will produce the result outlined by Courtney Brown. But for the responsible and thoughtful student, these studies present excellent opportunities for self-development, and the mature man has improved prospects for a good life and a productive career.

We recruit 100 or more college graduates each year. These are about evenly divided between technical specialists and liberal arts students. . . . We look for about the same qualities in both the scientifically trained and the liberal arts

students . . . poise, self-confidence, tact and the ability to express himself. . . . We have a pretty solid basis for our approach. A survey of seventy-six American Corporations revealed that lack of specific skills accounted for only a shade over 10 per cent of the discharges, while character traits accounted for virtually 90 per cent.

Albert L. Nickerson, Vice President and Director of Foreign Trade, Socony-Vacuum Oil Company.

A LACKEY OR A LEADER?

The students may wish to be guided by counsel of other business men:

I feel that business needs — and increasingly recognizes its need for — the products of liberal arts education. . . . Businessmen find that the most important questions on which they must make decisions are compounded of elements that cannot easily be measured. For sound solution the questions call for intuition sharpened by study, for wisdom strengthened by experience. They demand insight and judgment.

It is clear that executives with these qualities are not the product of formal education alone — they are formed, to an important degree, by practice. But it must be equally clear that the qualities I have enumerated are those which education in the humanities and social sciences aims to develop. This is not to say that such education is the only appropriate training for business management. It is to say that, when applied to individuals with inherent capacity and talent, it can be very good training.

David A. Shepard, Director, Standard Oil Company (New Jersey).

The most difficult problems American enterprise faces today are neither scientific nor technical, but lie chiefly in the realm of what is embraced in a liberal arts education.

Irving S. Olds, Director and former Chairman of the Board, United States Steel Corporation.

Actually, the complexities of business are such that someone who understands history, literature and philosophy, who is in a position to do some disciplined thinking, has the type of mind that will ultimately succeed.

William G. Caples, Vice President, The Inland Steel Co.

It is time to put the technician of the new illiteracy in his place — and that is way ,way down. He is fit only to be a lackey, not a leader.

William H. Whyte, Jr., Assistant Managing Editor,
Fortune Magazine.

ENGINEERING AND MEDICINE, TOO

Spokesmen for engineering and medical education are also urging more Liberal Arts. Massachusetts Institute of Technology, for example, has recently extended its Liberal Arts curriculum.

HOW TO BE PRACTICAL

The practical student will develop as strong a Liberal Arts program as he can. Here is the advice of a Director of Personnel and Labor Relations:

During undergraduate work, the college student faces the dual problem of pursuing academic work as intensively as if it were to be his life work, and preparing himself for life and earning a living. Concern about the future and ignorance of what makes for business success often cause the student to select his course as if he were going to be a business-man and nothing else, or to approach his college career as if he were going to be an esthete and intellectual and nothing else. There are several points of view a student should consider through the eyes of the business-man who interviews college graduates for jobs in any large business.

It will ease the conscience of the arts students and broaden the perspective of the specialist students if they recognize first that business organizations hire a college graduate because they believe that he or she is a person with qualities that can be developed. These qualities include intellectual powers, imagination, and self-discipline to deal tactfully with people, and to follow an objective to completion. The employer hopes, too, that he is hiring a person who has developed sufficient breadth of interest to make him a mature citizen. The study of literature and the liberal arts is an excellent academic means of self-development.

The second important point for the student (and the faculty) to recognize is that the major responsibility for the development of the student lies with the student. A man (or woman) who depends on his professors to develop him is not only

going to short-change himself educationally, but is likely to be spotted by the professional business recruiter as a man of no initiative who has not taken advantage of his opportunities. During his undergraduate work the student should seize every opportunity to broaden his knowledge of every field he studies, and to demand of himself standards which go beyond the school marking system.

The confidence of having done the educational job well will carry him easily into doing a business job well. This confidence in one's own ability, and integrity of purpose toward a job to be done, are of major importance to the success of a man.

The student of liberal arts and particularly one who concentrates on the study of literature should not be concerned that these studies are a poor preparation for earning a living. The business recruiter is primarily interested in what kind of man emerged from the studies, not the specific subjects completed. The student should realize, however, that basic courses in economics and business administration which give him an understanding of the world in which he must make his living are perfectly consistent with his desire to be a well-educated man.

Finally, the student of literature should be aware throughout his academic career that he is preparing himself for a full life, involving a business career, family life, and participation in community affairs. He should approach his studies with all of these objectives in mind, and not pursue them into an esthetic corner from which he is afraid to venture. Studies are a means of development, not an end in themselves.

The student who has explored the intellectual and imaginative accomplishments of the past and present, and has cultivated initiative and self-discipline on the way, will find a ready market for his abilities, and career possibilities in American business that are virtually unlimited.

Vincent P. Brennan, Director of Personnel and Labor Relations, Bloomingdale Bros., New York.

STUDENT RESPONSIBILITY

Whether he is a general student planning to go into business, or a pre-professional student looking ahead to graduate work, or an English major for any of a variety of reasons, the student planning to take English should not take just a course. He should think about what he wants to get, and take the course or courses that will give it to him.

General students should take courses in which they are interested, but they should avoid advanced or specialized courses for which they are not qualified. They may find more reward in the great monuments of English poetry, prose and fiction and in the recent literature of importance.

Any writing course in which they are interested, and for which they are qualified, will give them valuable insight into the problem of finding words and forms to express what they feel and think. Special forms and vocabularies are best learned in the situations which require them — technical papers and business correspondence, for example.

The English major should discuss his program fully with a departmental counselor, particularly those majors who plan to teach or do graduate work. All majors ought to develop balanced programs with supporting courses desirable in their special circumstances.

WHAT TO GET OUT OF AN ENGLISH COURSE

Self-expression can obviously be improved by courses in writing and by reading the work of skilled writers. But how may courses in literature help to develop "insight and judgment" and "broad understanding"? How may they "sharpen perception, discipline emotion, and help to clarify and balance values"?

(Harry D. Gideonse, "On Re-Thinking Liberal Education")

First, these results must be the explicit concern of both teacher and student. If they are, class discussion of novels and poetry and plays and essays and biographies will produce a quickened awareness of human character in its great variety. Experience of the created, vicarious life in imaginative literature will give a broader view of social and moral problems in different ages and societies.

Moreover, critical judgment of a book requires the "disciplined thinking" of which Mr. Caples and Mr. Olds and Mr. Shepard speak. Mature appreciation must consider, among other things, theme, the observation and perception of the author, literary

and social background, the conventions of the form, the impression on the reader. College courses in English will help the interested student to be a thoughtful critic.

Literature, unless it reveals life, is not worth the paper it is printed on. On the other hand, literature sometimes may distort life in that it holds up ideals of good-will and truth constantly falsified in everyday living. Still, literature exists as a reserve of good will and truth. Somerset Maugham, who has certainly never been accused of romanticizing life in his own novels, comments that there are people who

... because they have read a great many books or seen a great many pictures think themselves superior to other men. . . . Inapt for the practical affairs of life, they disdain those who with humility perform the modest offices to which their destiny has constrained them. . . . The value of art, like the value of the Mystic Way, lies in its effects. If it can only give pleasure, . . . it is of no great consequence. . . . If it is a solace, that is well enough; the world is full of inevitable evils and it is good that man should have some heritage to which from time to time he may withdraw himself; but not to escape them, rather to gather fresh strength to face them. For art, if it is to be reckoned as one of the great values of life, must teach men humility, tolerance, wisdom, and magnanimity. The value of art is not beauty, but right action.

Somerset Maugham, **The Summing Up**.

Mr. Brendon Sexton, Educational Director, UAW-CIO, puts it another way:

English majors, history majors, young people who have majored in Latin or Greek or Romance Languages, may be social or political illiterates. . . . However, liberal arts education is a legitimate place to begin to help people and through them our society to come to maturity. . . . Without trying to define a properly educated person, it seems to me that the community should try to cultivate citizens who are committed to a belief in the humanity of all men and women; who have an ability to detect demagogic sophistry; who know something of their country's history and the history of their culture, who have some awareness of the value of our accumulated culture, and who, finally, have developed sensibilities which enabled them to feel injured when they learn of unfairness or injustice.

Taking this view, almost the first perspective you see reveals the impossibility of having such a goal for a limited number of people. . . . English, as I think it is taught in the main, seems somehow to convey the notion to most people that it is an exclusive subject. Here is one of the liberal arts which is taught in such a way, that a great many students come through the training thinking it is not for them. My view is that one enormous contribution English teachers could make would be to find ways to teach English so that people coming out of schools would emerge believing that English belonged to them; that the culture that comprises English novels and poetry and essays and wisdom and experience is relevant and important and worth the expenditure of effort into adulthood after school is over.

(The College English Association sponsored an Institute for Business and the Liberal Arts at Corning, N. Y., October, 1954; and an Institute for Business, Labor, and the Liberal Arts at the Kellogg Center, East Lansing, Michigan, June, 1954. Mr. Sexton's comments were part of an address given at Lansing. Mr. Shepard's remarks, an outgrowth of the Lansing Institute, and Mr. Brennan's were written especially for this booklet. The remarks of Dean Brown, Mr. Nickerson, Mr. Caples, Mr. Whyte, and President Gideonse are taken from addresses given at Corning.)

A SPECIAL WORD TO YOUNG WOMEN

Most women marry, and whether they do or not, they are increasingly important in business, politics, community affairs, national and international activities, philanthropic and educational organizations, and the professions.

As individuals, as wives, as mothers, and as participants in the world of affairs, women will find the same values in a Liberal Arts training as men. It is no longer smart for women to be dumb. If they have no professional interest, and plan to marry early, they enjoy and profit from Liberal Arts courses in college even more fully than men.

They and their families and their society will gain by the increased understanding, the wider interests, the sense of fulfillment, which come to women, as to men, from intelligently pursued Liberal Studies.

The many young women who find literature and writing attractive should feel encouraged to follow their interests. But they should be practical, too. The following statistics will tell

them why: About 40% of the customers of all investment houses are women; 25% of the stockholders in one thousand major corporations are women. Women are beneficiaries of 80% of the life insurance policies and 65% of the value of all legacies. The average inheritance is lost in seven years. The married women of today cannot afford to be prisoners of ignorance about the following: 62% of all women married are widowed; for the 8% who remarry, 75% are rewidowed; 18% of the women who never marry at all must take care of their own financial matters or delegate the responsibility throughout their lives.

II

CAREER OPPORTUNITIES FOR ENGLISH MAJORS

THE ENGLISH MAJOR

The English major should plan his program of fifteen to thirty-six credits (the average is twenty-four) with his future in mind. If he contemplates a business career, for example, he might well take supplementary courses in economics, and he will certainly be wise to get business experience in part-time employment or in his summer vacations. The prospective college teacher must consider graduate school entrance requirements. All English majors will find training in shorthand and typing valuable. Brooklyn College requirements for majors will be found in the **Brooklyn College Bulletin**. All majors should discuss their program carefully with a departmental adviser.

The following pages contain listings and advice relative to career opportunities for English majors. But students are reminded that the way they carry out their first simple and routine assignments will influence their employers far more than their particular college courses. They will not begin as junior executives. Entry into many of these fields for the English major is generally through secretarial work. The wise individual should choose at least one course in his "business" interest — say personnel management or advertising — merely to acquaint himself with the jargon of that area. Job-hiring is usually assigned to a personnel manager who in the preliminary screening asks the student about his particular immediate qualifications over and above his liberal arts background. The one who has this training

plus two others will have the opening wedge to the future where his own character and potential will carry him onward and upward.

FORMULA: A BROAD CAPABILITY (LIBERAL ARTS) PLUS TWO KINDS OF IMMEDIATE CAPABILITY (SECRETARIAL SKILL, A COURSE IN SOME PHASE OF BUSINESS) EQUALS A BEGINNER'S FORMULA FOR A SUCCESSFUL CAREER. Once launched, the individual determines his own success.

POSITIONS FOR WHICH COURSES IN ENGLISH ARE HELPFUL

Advertising

1. Advertising Copy Writer
2. Advertising Lay-Out Man
3. Continuity Writer, Director
4. Editor
5. Editorial Research Worker
6. Account Executive

Civil Service—Federal

7. Information Assistant (JPA)
8. Information—Editorial Clerk
9. Educational Clerk

Civil Service—State of N. Y.

10. Institution Teacher
11. Publicity Aide (PTA)

Civil Service—City of N. Y.

12. Administrative Assistant
13. Examiner, Civil Service
14. Health Publicity Assistant
15. Housing Assistant
16. Information Assistant—Housing
17. Information Assistant—Writing and Editorial Group
18. Playground Director
19. Social Investigator
20. Statistician, Junior
21. **Clerical and Secretarial Work**
Administrative, Clerical, Bilingual, Executive, Legal Secretary, etc.
22. **Survey Worker**

Lecturer—Public Speaker

23. Director
24. Forum Leader
25. Editor
26. Writer

Personnel Work

27. Personnel Clerk
28. Personnel Counselor

Public Relations

29. Director
30. Investigator
31. Political Writer
32. Production Man
33. Librarian, Assistant Librarian; related: Editor, Writer

Radio, Motion Pictures, TV

34. Actor—Actress
35. Advertising—Promotion Man (Radio)
36. Broadcaster
37. Writer; see below, **Writing and Writers**
38. Director—Stage, Screen, Radio, TV
39. Promotion Man
40. Public Relations Man
41. Research Worker
42. Survey Worker (Radio)

Recreation

43. Camp Counselor
44. Camp Director
45. Guide
46. Specialist—Counselor

Research

- 47. Bibliographer
- 48. Editorial Research Worker
- 49. Information Assistant
- 50. Information Specialist
- 51. Investigator

Selling

- 52. Book Seller—Book Dealer
- 53. Comparison Shopper
- 54. Investigation Shopper
- 55. Sales Clerk
- 56. Shopping Columnist

Social Work

- 57. Case Supervisor
- 58. Case Worker, Group Worker

Teaching, Teacher

- 59. Elementary School
- 60. High School
- 61. College and University
- 62. Private, Special, and Industrial Schools

Writing and Writers

- 63. Adapter
- 64. Advertising Copy Writer
- 65. Author
- 66. Author's Agent
- 67. Bibliographer
- 68. Condenser of Articles for Digests
- 69. Continuity Reader
- 70. Continuity Writer
- 71. Correspondent
- 72. Critic
- 73. Director
- 74. Dramatic Reader

- 75. Editor—Newspapers, Books, Magazines, Trade Journals
- 76. Editorial Assistant
- 77. Editorial Research Worker
- 78. Editorial Staff Writer
- 79. Examiner, Civil Service
- 80. Feature, Reporter, Writer
- 81. Foreign Correspondent
- 82. Ghost Writer
- 83. Information Specialist
- 84. Literary Agent
- 85. News and Special Events Reporter—Radio, TV
- 86. Play Broker
- 87. Play Doctor, Editor—Stage, TV, Radio
- 88. Playwright
- 89. Political Writer
- 90. Press Service Writer
- 91. Proofreader
- 92. Public Relations Man
- 93. Publisher
- 94. Radio Commentator
- 95. Radio News Writer
- 96. Reporter
- 97. Scenarist
- 98. Script Writer or Reader
- 99. Syndicate Writer
- 100. Text-Book Writer
- 101. Translator
- 102. Writer of Different Specialties: Beauty, Child Welfare, Fashion, Food, Interior Decoration, etc.
- 103. Writer for Trade Journals, House-Organ, and Other Publications Issued by Organizations and Industrial Concerns

POSITIONS FOR WHICH COURSES IN ENGLISH ARE DESIRABLE

Select carefully your Functional Major in College; broaden your capability by selecting wisely those minors which are related to your courses in English literature and composition and to your other vocational aims.

Positions Affiliated with the Arts

- 1. Arranger—Music, etc.
- 2. Business Executive
- 3. Collaborator—Music, etc.
- 4. Critic—Art, Music, etc.

- 5. Director—Art, Music, Museum, etc.
- 6. Guide and Museum Worker
- 7. Librarian, Assistant Librarian
- 8. Speech and Voice Expert

**Positions Affiliated with Science,
Industry, and Other Professions**

9. Banking
10. Department Store Management
11. Guide or Worker in Geological, Mineralogical, Commercial, Industrial, Zoological Museums or Aquaria
12. Insurance
13. Law
14. Merchandising
15. Ministry
16. Personnel Work
17. Philanthropic Organizations
18. Public Administration
19. Public Health
20. Public Housing
21. Public Relations
22. Real Estate
23. Research Work
24. Social Work
25. Travel Bureaus and Agencies

SECRETARIAL WORK: A CAREER

Secretarial work may not be glamorous, but it offers security and it may lead to opportunity for those of ability and imagination. College students should avoid speaking disparagingly of this field before they enter it, or apologetically when they are in it. The student who has insight into human relations, a disciplined mind, and an ability to communicate ideas persuasively, in clear, idiomatic English may well use secretarial work as a stepping stone. The vocationally alert student will seek a secretarial opening in the particular area of interest dictated by his own desires: for example, the secretary in an Advertising Agency can blossom as an Apprentice Copy Writer and, in time, become an Account Executive planning the entire campaign. The secretary whose vision is broadened by a sound Liberal Arts education may easily become an Administrative Assistant.

All prospective English majors are advised to learn typing (40 to 50 words per minute) and shorthand. Such stenographic skills increase the student's earning capacities, as many have learned from their part-time employment opportunities (which permitted them to earn a livelihood even while undergraduates) and enable him to qualify for jobs in private industry and in civil service immediately upon graduation, if not before. **ALL PROSPECTIVE MAJORS IN ENGLISH MUST BE ABLE TO TYPE** and should include shorthand in their skills. College courses in these business subjects may be combined with a full liberal arts program. These day and evening courses are offered in the Division of Vocational Studies of the School of General Studies.

BUSINESS AND PRIVATE INDUSTRY: A CAREER

There is a need, initially in business, for persons with specific skills, and the particular skill of being able to write well does

not seem at first glance directly relevant to business. Actually it is. The English major need not be disheartened for two reasons: first, the skill of communicating ideas through words has a market in those opportunities described below under the heading **Writing: A Career**; second, business itself is supplying its own on-the-job training for the specific skills. Consequently, business searches for the people trained in the Liberal Arts tradition for its management potential. With this advice in mind, the student can select more intelligently in the following fields:

Personnel Work as a career includes planning for and assisting in the recruitment, placement training, rating, discipline, lay-off, and discharge of employees. The Personnel Worker may also be responsible for job standardization, classification, and wage setting; for employee counseling, welfare services, health, safety, pension, and retirement systems; and for compliance with Federal and State labor laws. Labor relations is becoming one of the most important parts of his work. Professional Personnel Workers are employed in all industries and by Federal, State, and local governments. A few hundred are employed in universities. Men with long and varied experience may work independently as private consultants or labor-relations experts. In considering preparation and training for personnel work, the student should realize that he may enter this field in different ways. Requirements usually include a bachelor's degree with courses in English, public speaking, economics, sociology, political science, personnel, public administration, psychology, statistics, and business management. Graduate study is becoming increasingly useful.

Advertising and the Advertising Agency are links between the producer and the medium which is used to bring the product before the public. The beginner may find an opening in this field. The essential qualifications are talent, creative ability in writing or art, originality, and a knowledge of the business of the field. Since one-half of those employed in the Agencies are clerical employees, one should include typing and shorthand in his preparation, for these skills may well serve as the only wedge for a beginner's job. Experience in writing, art, radio, the theatre, or sales work will also help one in making a career in advertising; but even without such experience, one may enter by way of being a typist, clerk, or secretary. The student is advised, if contemplating such a career, to familiarize himself with the jargon by taking a course in advertising.

Travel Agencies and Bureaus, large and varied in their activities, offer a fascination matched by few lines of endeavor. Actually, they are a combination of many businesses, not just transportation alone. The government is in the travel business on a large scale, and almost all the states have tourist promotion programs. These governmental activities are augmented by the work of many regional associations, many of them international in character. Among the divisions that the student may consider are governmental travel bureaus and commercial as well as hotel travel agencies. These will offer him opportunities for creative work in preparing travel guides, publicity, and radio and TV copy.

Public Relations covers all aspects of public opinion and response — a company's effect on the supplier, the employee, the casual passerby as well as the customer. Since it is a term that covers a multitude of business activities, a description can be furnished only in terms of its practices. One branch of Public Relations, seeking to study the public's opinion of the client's business or products, tabulates and guides public opinion and offers the services of the Press Agent and the Research Worker to guide and mold public opinion through every medium that reaches any part of the public. Public Relations also handles the internal relations between employer and employee, seeking to promote understanding between them with the help of the Labor-Management Expert and the House-Organ Editor. A third responsibility of Public Relations is carried by individual employees of a firm: *e.g.*, the Hotel Hostess or the Claims Adjuster. Finally, there is the new conception that Public Relations plays an important role in every job.

The Public Relations Man is known by many different names. Whatever his title, his duties include: 1) selecting and assembling favorable publicity material for groups or organizations and releasing it through magazines, newspapers, posters, radio and television; 2) scanning statements of policy to secure favorable public reaction; 3) writing news releases or script for radio and television advertisements; 4) developing favorable publicity by arranging special exhibits or writing human interest stories. The New York **Classified Directory** lists 489 agencies under "Public Relations Counselors" and another 220 under "Publicity Service Bureaus." In other words, there are over 700 agencies in New York City alone whose business it is to get favorable notices for their clients.

In preparing for such a career, the student should know that a college background with stress in the Liberal Arts is preferred. Courses in journalism, sociology, psychology, economics, business administration, and public opinion analysis all prove helpful.

For career opportunities in Banking, Insurance, Merchandising, Department Store Management, and Real Estate Work, additional information may be obtained at the College Placement Office.

WRITING: A CAREER

Publishing; Magazine Writing; Free-Lance Writing; Radio, Television and Screen Writing; Trade Journals, House-Organ, Technical and Commercial Publications; Journalism: Editor, Reporter.

Certain difficulties confront the English major who plans to earn his livelihood as a writer. The first is that training for writing cannot be exactly defined. There is also heavy competition in this field because writing is an art which can prove highly remunerative and which a great many persons feel qualified to perform. The third difficulty, and perhaps the most important one, is inherent in the art itself. Writing is an exact art, and he who would master it must serve a faithful and strenuous apprenticeship that demands time, determination, and devotion. Writing as a career is not an easy road to travel even for the talented.

But the student who is in love with his chosen art — literary self-expression — will not be dismayed, for he will have served a part of his apprenticeship in college. He will probably seek first to express himself in the traditional fields of creative writing: fiction, drama, and biography present opportunities for remuneration. If the practical considerations of earning a livelihood are compelling, the neophyte may postpone his activities in these forms of creative writing and turn to "commercial" writing, which engages the abilities of a large number of people and yields a wide range of remuneration. Newspapers, advertising agencies, department stores, syndicates, house-organs, schools, and gov-

ernment offices — all need writers in a variety of capacities. Thus he may become a rewrite copy writer, a script writer, or scenario writer; an editor, a reporter, a syndicate writer; or a free-lance feature writer. Also, depending on his special interest, he may become a writer of children's stories; a ghost writer; a writer on fashion, food, or the home; a writer on labor, social, political, or economic problems for trade journals, house-organs, or labor unions. The list is inexhaustible.

Publishing: Since many different talents are utilized in publishing magazines, books, and newspapers, one who contemplates entering this field will find endless variety in the work as well as wide salary range. But he must determine whether he wishes to enter the editorial or the non-editorial world. The editorial includes all in the way of research, art and writing of the actual book, article, or news story. This work has the most direct appeal to an English major. The non-editorial side of publishing includes all the technical and business functions, like advertising, promotion, and book-production.

Magazine Writing: The writer who wishes to sell his product to magazines must know the field or he will waste his time and talent. How are literary agents found and what exactly is the business arrangement between writer and agent? How are reprint rights, radio and motion picture rights legally protected? What are the rates of pay offered by the various magazines? How soon after acceptance is the writer paid? If one could obtain from editors an exact prescription of the sort of material and length that they are most interested in considering for publication, what could these editors say that would provide invaluable guidance to the young writer? Fortunately, all or most of the answers to these questions are available in **Literary Market Place** and in **Writers' Magazine**, which comb the entire field of pulp, slick, quality, and trade publications.

Free-Lance Writing: The Free-Lancer is a writer who is in the writing business for himself, and his fees are proportional to his ability and effort. He may be a free-lance newspaper, magazine, or trade-paper writer; a playwright, a radio script writer, or an author of books. The free-lance writer of advertisements, however, must be a master of certain specialized techniques. Occasionally, the free-lancer produces both editorial and advertising copy or does free-lance editing. To be successful, he must be both a creative writer and a good business man. In addition to a clear analytical mind and skill in writing, a good free-lancer needs

patience. He must be able not only to produce well-written copy but also to sell his writing. To provide himself with a good market, he must be alert, systematic, and energetic.

Radio, Television and Screen Writing: Radio writers work under one of three different arrangements: 1) as Free-Lancers who write up commercial programs on a contract basis by the advertising agency representing the sponsor; 2) as members of the Script Department (Networks maintain a Script Department of from five to fifteen writers for continuity writing); 3) as Commercial Copy-writers. Writing radio commercials is a specialized talent.

There is a great need for creative writers in television, which utilizes a large percentage of original drama. Like radio, television uses staff writers and free-lancers. The staff writer must be a good "all-around" writer" must be able to write effective commercials and competent dramatic adaptations and even occasionally dramatic originals; must be ready to write continuity and have a grounding in journalism, for in many stations, he may also plan and write interviews and news programs; must be able to work under continual pressure meeting one deadline after another; must be able to write with facility as well as skill; and must be a master of sketches, one-act plays, and characterization. Because television consumes writing at a prodigious rate, he must turn out script faster and more often than a radio writer; he has no time to polish and rewrite, for he has to produce copy on anything from a twenty-second spot announcement to a sixty minute drama. Truly, he is a video Jack-of-all-scripts.

The script writer for motion pictures writes the motion picture in terms of dialogue and instructional movements of the plays; the Junior Writer is a recent college graduate who has been hired by the studio on the recommendation of a college faculty member. If he shows talent during a three month apprenticeship period, he "graduates" to a regular staff writing position in the studio.

Trade-Journals, House-Organs, Technical and Commercial Publications: The editor of a trade publication accepts or rejects submitted material; writes editorials and special articles; maintains editorial policy of publication; makes field trips in search of new practices; consults advisers on trade or technical questions; edits material and plans lay-out. There are great opportunities in this field. The last **Bureau of Commerce Census** reported 4,160 trade journals. They offer no glamour, but a secure career. The student should consult N. W. Ayer and Sons **Directory of Newspapers and Periodicals**.

Journalism — Editor, Reporter: Talent for writing is essential in journalism and often outweighs academic training. Preference is often given to those with formal training in journalism, history, and economics. For Editors and Reporters, the outlook is limited; the occupation is overcrowded at present and competition is keen. Employment is not likely to increase much; the trend toward fewer papers will probably continue and lead to lay-offs. There will be some opportunities for both new journalism graduates and for experienced workers in fields related to newspaper work: in magazine work; in book publication, which is increasing; in public relations, radio, and television; in advertising agencies; in the labor press, the religious press, the foreign language press and trade associations. The best chance for inexperienced people will be with small country papers. Employment of Reporters on newspapers is not likely to increase much in the long run. Competition for reporting jobs will probably continue to be keen since many young people are attracted by the reputed glamour of the work.

As a preparation for journalism, the English Department offers elementary courses in journalism which should be taken along with other courses in writing (e.g., Article Writing) and work in political science and history. Should the student decide to pursue Journalism as a career, he is advised to send to various graduate schools for bulletins since they have definite requirements that occasionally surprise the student.

CIVIL SERVICE: A CAREER

Civil Service — Federal: The U. S. Civil Service Commission has instituted a special recruitment program termed the "College Series" examinations whereby college graduates may apply for any one of five series, but majors in English and in the humanities would be interested in the "Junior Professional Assistant" (JPA), "Junior Management Assistant and Junior Social Science Assistant" (JMA) and "Junior Government Assistant" (JGA) examinations. In addition, the Commission offers two internship programs and examinations in Foreign Service, but Foreign Service offers very few openings. Even when candidates pass the long and difficult examinations, they may anticipate a two years' delay before being appointed. Two civil service opportunities are open to majors in English immediately upon graduation: Information Assistant (JPA) where qualifications demand 12 hours in writing

and composition and 9 hours in any combination of political science, sociology, economics, and public administration; and Information and Editorial Clerk or Educational Clerk.

Civil Service — State, City, and Quasi-Governmental — provides opportunities similar to those in federal service. Examinations are subdivided into options corresponding to subjects studied in college. The quasi-governmental opportunities are especially attractive. They include offerings by the Port of New York Authority, the N. Y. Port of Embarkation — Civilian Personnel Branch and Overseas Jobs, and the United Nations in its demand for UNESCO technical assistants. The student is referred to the two publications provided by the College Placement Office for more complete information.

COLLEGE AND UNIVERSITY TEACHING: A CAREER

In general, a doctor's degree is required for the better college teaching positions, but requirements vary considerably according to the institution and type of appointment. In the long run, there will probably be a considerable increase in the number of college appointments because higher education is becoming more and more important both in meeting competition in the labor market and in social relationships. Furthermore, the high birth rates of the 1940 decade will begin to affect college age population in the late fifties. All these factors plus the trend toward lengthening the period of college training will tend to increase the number of teachers needed. Part-time teaching is available to the student while he engages in graduate studies; this experience will acquaint him with teaching as a career and will also help him in financing the cost of his education until he can obtain grants and scholarships from various foundations.

HIGH SCHOOL TEACHING: A CAREER

Typical requirements for teaching certificates are a bachelor's degree with the equivalent of about a half year of education courses including student teaching, and with specialization in one or more subjects commonly taught in high school. From about 1952 to 1962, the high school population will increase greatly and additional teachers will be required in large numbers. In preparing high school teachers in the City of New York, the Department of English collaborates with the Education Department.

The student is earnestly advised to consider the M.A. in the Teacher Education program offered by the Division of Graduate Studies at Brooklyn College. In all cases, when students contemplate teaching English in High School, they must consult the Curriculum Counselor of the English Department and the Office of Pre-Teaching Counseling in the Office of the Dean of Faculty.

LIBRARY SERVICE: A CAREER

The qualifications demand that one must be a college graduate and have completed a year of study in any of the thirty-four accredited library schools either before or after obtaining the bachelor's degree. The employment opportunities for professionally trained librarians are expected to be very good for several years at least. Growth in this field has been rapid in the past, and there are indications of further expansion.

RESEARCH: A CAREER

Research is as wide as human knowledge and covers all areas of learning and life. But research as a business is new, and it is "big business." About a billion dollars are spent annually for research in the United States by business, industry, and the government. The fact that there are about 125 different units of the government engaged in research makes the Federal Government one of the largest employers in this field. In addition, colleges and universities, hospitals and clinics as well as industrial companies engage in research as do trade associations and cooperative groups. Similarly, banks, insurance companies, retail stores, the motion pictures, radio and television studios, publications of all types, creative writers, artists, craftsmen and editors — all do research.

The qualifications demand training. A bachelor's degree is sufficient for elementary research; a master's degree is essential and a doctor's degree is preferred for advanced creative research. Efficient and predicable research requires training in the tools and techniques of research and in sources of information since all research really begins in the library. A knowledge of the particular field of research: e.g., literature, chemistry, economics, etc., is also required together with a working knowledge of statistical methods. Essential personal qualifications are a deep and sincere interest, imagination, patience, and persistence.

SOCIAL WORK: A CAREER

A Social Worker is a classification title for persons of recognized educational qualifications and experience who are engaged in the various kinds of social work. The majority of Social Workers are employed by Federal, State, and local government; most of the remainder work for private social agencies. There are fifty-two accredited schools which give graduate training in social work; two years of such training are usually necessary for positions involving advanced case work or supervisory positions. The outlook for the future shows that excellent employment opportunities exist, especially for men.

PHILANTHROPIC ORGANIZATIONS, EDUCATIONAL FOUNDATIONS, PUBLIC SERVICE FOUNDATIONS, VOLUNTARY ACTIVITIES: A CAREER

It is a source of great inner satisfaction for many students to serve the community, if not on a full-time basis, then on a part-time basis. There are many areas of activity open to the person who seeks to help his fellow man and to put his talents to different use. The list which follows is only suggestive: Boy Scouts of America, B'nai B'rith, Catholic Charities, Ford Foundation, Girl Scouts of America, Guggenheim Foundation, League of Women Voters, National Education Association, Rockefeller Foundation, Rosenwald Foundation, YMHA, YMCA, etc.

These foundations and a great number of social and educational organizations provide opportunities for the sort of alert, personable young people to whom English courses are attractive, particularly for those who find contentment in altruistic activities and who do not enjoy stereotyped or high pressure activities.

CAPSULE OF ADVICE TO THE MAJOR IN ENGLISH

Before you can make a career, you must find employment, and what you have to offer, primarily, is yourself. You will not begin as a Junior Executive.

You will do well, therefore, to study the following suggestions:

1. Become a good typist and a master of shorthand.
2. Consider the need for graduate work; advance in certain areas is impossible without graduate studies.
3. Obtain summer work directly related to your vocational aim.
4. Prepare yourself for two or three careers by a carefully planned combination of majors with minors. Remember the —

FORMULA:

A) BROAD CAPABILITY (Liberal Arts)

plus

B) TWO IMMEDIATE CAPABILITIES (Secretarial skill,
a course in some phase of business)

equals

C) A BEGINNER'S FORMULA FOR A SUCCESSFUL
CAREER

